DOCUMENT RESUME

ED 038 351 SP 003 740

TITLE	Education of Teachers by Unified Developmental Experiences (ETUDE).
INSTITUTION	Lock Haven State Coll., Pa.
PUB DATE	Nov 69
NOTE	9p.; Entry for 1970 AACTE Distinguished Achievement Awards in Teacher Education
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.55
DESCRIPTORS	*Field Experience Programs, *Interdisciplinary Approach, *Preservice Education, *Secondary School Teachers, Team Teaching

ABSTRACT

This interdisciplinary secondary school teacher education program which involves no course work in the ordinary sense evolved from an effort to move the emphasis in the teacher education program from abstractions and general principles to specific problems in the various subject curriculums. Its objective is to promote early behavior change in the future teacher through controlled performance activities within his academic major. Each student works with a team consisting of a curriculum and methods specialist in his academic area, and educational psychologist, a learning resources specialist, a foundations of education specialist, a field supervisor for his academic area, and a coordinator for the secondary education curriculum. Of great importance are field experiences such as classroom observation, teaching mini-lessons, and remedial tutoring of disadvantaged children. Informal evaluation through student opinionaires indicates that the program eliminates the common complaint of great disparity between educational theory and classroom practice. (RT)

ED038351

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EDUCATION OF TEACHERS

BY

UNIFIED DEVELOPMENTAL EXPERIENCES

(ETUDE)

An Entry

by

Lock Haven State College

in the

Distinguished Achievement Awards - 1970

American Association of Colleges for Teacher Education

November 1969

SP003740

LOCK HAVEN STATE COLLEGE

Division of Secondary Education

EDUCATION OF TEACHERS BY UNIFIED DEVELOPMENTAL EXPERIENCES

(ETUDE)

Part I. Summary

The program in secondary education for the Education of Teachers by Unified Developmental Experiences has evolved from separate lecture-discussion courses to one fully integrated laboratory-oriented experience in which conventional differentiation of courses and semester hours has been virtually eliminated. Under ETUDE teams of specialists in the method and curriculum of the particular academic subject, in educational psychology, in media, in foundations, and in field supervision of that subject, the future secondary school teacher is introduced to the actual teaching-learning situation during his very first (and only) professional course. There is a minimum of conventional in-class instruction and a maximum of such laboratory experiences as observation and micro-teaching on campus and in the public schools, remedial tutoring of disadvantaged youngsters, and enrichment activities. For purposes of analysis and improvement, closed circuit television and audio and video-tape recorders are utilized so that students and their instructors may examine learning situations in which the student or his classmates have participated.

Thus immediately the college student preparing to be a teacher is confronted with the task of preparing to teach in the field he has chosen. ETUDE contrasts with programs in

which the future secondary teacher first learns about teaching through what is sometimes called "common professional elements." While in ETUDE these elements are also learned, they are encountered only as they impinge on his immediate task and ultimate goal: successful teacher behavior with adolescents studying in a particular instructional area of the school curriculum.

LOCK HAVEN STATE COLLEGE

Division of Secondary Education

EDUCATION OF TEACHERS BY UNIFIED DEVELOPMENTAL EXPERIENCES

(ETUDE)

Part II. The Case Study

A. Introduction

The Education of Teachers by Unified Developmental Experiences (ETUDE) designates an undergraduate program in the preparation of secondary school teachers that involves no course work in the ordinary sense. Students in their very first encounter with the professional education portion of the curriculum are faced immediately with the need to communicate with youngsters and adolescents in learning situations. They confront their tasks guided by a team rather than by one professor.

B. Objectives

ETUDE strives to shave the "fat" from professional education courses by zeroing in on solid performance values--identified cooperatively by the teacher trainee and the team that guides him. As a task-centered program, it has the goal of promoting early behavior change (or desired reinforcement) through controlled and carefully scrutinized activities within the academic major of the future secondary school teacher.

Like all preparatory programs, ETUDE tries to impart general knowledge about the profession; unlike others, its goal is the maximal utilization of the apprenticeship modality with its implied emphasis on the practitioner's particular art.

Thus teacher-learner relationships are stressed but only as they fall within the concrete boundaries of the teacher's competence, i.e., his field of instruction.

C. Personnel

Each team consists of (1) a curriculum and method specialist in the student's academic area, (2) an educational psychologist, (3) a learning resources specialist, (4) a foundations of education specialist, (5) a field supervisor for the student's academic area, and (6) a coordinator for the secondary education curriculum. The role of this coordinator is the overseeing and implementation of decisions made by the five teams involved, viz., English-speech, foreign languages, mathematics, science, and social studies, since the teams work concomitantly.

D. Description

Although there are in fact some important variations among these five ETUDE teams in their approaches or activities as well as in the sequences they follow, it is possible for purposes of exposition to present here a composite example.

During the junior year, students who intend to be mathematics teachers have their rosters free starting eleven o'clock on Tuesdays and Thursdays for teacher preparation. The mathematics methodologist orients them immediately to tasks they will have in the next several weeks: tutoring in mathematics to disadvantaged youngsters at community agencies, teaching of mini-lessons to secondary school pupils in nearby public schools, working with elementary-school-age youngsters in the nongraded campus school and in local public schools, offering enrichment

to groups of secondary school pupils, assisting freshmen with non-major mathematics courses, and communicating certain concepts to peer groups under simulated circumstances.

To prepare for these tasks, the students obtain help from all appropriate members of the team through a wide range of activities among which are individual conferences, small group meetings, discussions, films, class lectures, readings, independent study, demonstrations, and directed observations.

Although initially and ostensibly the ETUDE approach is subject-oriented (because junior-year teacher trainees in secondary education perceive themselves as teachers of particular subjects), there is great emphasis on the societal dimensions of education as the team, following the lead of the foundations specialist, sensitizes the future teacher to the totality of factors impinging on his communication problem. What does mathematics mean to the sixth grader from a socioeconomically deprived background? What, after all, does the general school curriculum mean to this youngster? So too the field of educational psychology is called upon by the teacher-trainee as he develops his approach according to the latest findings of learning theory investigations, teaching-learning climate analyses, studies of individual differences, and the like.

Because ETUDE impels the student to consider alternatives to traditional methods of teacher-student communication, technology enters the picture through the counsel of the learning resources team member. If "teaching is <u>not</u> telling," if a class learns only as the individuals within it respond, if

learning must be intensified in order to result in retention of attitudes and ideas, how must the teacher-trainee behave? Through closed circuit television the student sees video-tapes of his performance, participates in its critiquing, and is guided, as a result of this, to change his behavior appropriately.

E. Development

The program evolved over the past seven years, beginning as a "confederation" or "block" of traditional components of teacher education. An instructor of "principles" served as lead teacher while an instructor from each of the academic areas, from reading, from educational psychology, and from audio-visual education taught assigned hours within the blocked-out time. Laboratory situations were added and then significantly increased while efforts were made to integrate the disparate components. This was accomplished through moving the emphasis from abstractions and general principles to specific problems in the various subject curriculums. The generalists then assumed more of the role of consultant to the methodologist, thus more closely approximating the actual secondary school situation. Outside consultants were brought in for workshops and there followed a fuller utilization of local schools, the campus school, the college situation, community agencies, simulation, and video-taping. Inclusion of a consultant on foundations of education broadened the base and removed the one remaining unconnected segment of pre-student teaching course work. As the supervisors of student teaching joined the staff of each methodology team, the ETUDE concept was fulfilled.

F. Contribution to the Improvement of Education

ETUDE eliminates the classic complaints of great disparity between educational theory and classroom practice, of proliferation of professional courses, and of teacher educators mimicking instructors in the academic disciplines. The program provides cooperating institutions and agencies with tutors, paraprofessionals, leaders of enrichment activities, laboratory assistants, and continuous consultation with a teacher education program. (The last is a particularly important contribution considering the isolation of many schools in central Pennsylvania. The activities of the ETUDE team and students constitute a de facto in-service program for them.)

The bringing together of the academicians and the teacher educators, not only in planning a program but in implementing it, breaches the divide between "those who know" and "those who know how to."

Finally, the intrinsic dependence on media in ETUDE thrusts education further along on the road toward innovation and individualization. Although such dependence may be a more oblique than a direct accomplishment, it produces a mind-set that no amount of lecturing or of skills learned in compartments could achieve.

G. Budget

For no more than 165 students in only one-fourth ($\frac{1}{4}$) of their junior-year roster, the annual cost of ETUDE is approximately $86,000. This figure compares with $33,000 for the conventional arrangement of separately scheduled courses each

under one instructor in non-laboratory, college lecture discussion situations. The figure reflects the fact that the full-time roster of an instructional media specialist is required, in addition to the half-time services of five academic subject matter specialists, one educational psychologist, and one coordinator. Furthermore, an average of one-sixth the time of a foundations specialist and three field supervisors is included.

The annual breakdown would read $68,500 for professional salaries, $16,000 for hardware and non-professional personnel, and $1,500 for consultants, student field trips, and instructional materials.

H. Evaluation

Since ETUDE is an evolutionary rather than a revolutionary program, with the date of inception in its present form unclear, evaluative techniques have been on-going and informal. Student opinionnaires reflect overwhelming satisfaction with laboratory experiences and more awareness of the relevance of theory. College supervisors and cooperating teachers have observed the increasingly greater competence of the student teachers as ETUDE developed.